

Pronouns: Student Read Sheet with Sentences

For this activity, students will practice reading sentences with pronouns to understand the meaning they bring to the sentence. Students will decode words, build accuracy and fluency, and strengthen their vocabulary. In this read sheet, we will use multisyllabic words, but you can use any phonics pattern that you are teaching your students.

Materials:

- Pronoun Read Sheet (Multisyllabic Word Sentences) for each student
- pencil or marker for each student

Teacher Tip: Store each student's read sheet in a folder or binder so they can use them for additional practice, if needed.

Directions:

This activity can be used with a whole class or in a small group. Here are two options for modeling and delivering the practice. The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

Option A

1. Read one sentence at a time with students and make sure that they can accurately decode each word in the sentence.
2. After a sentence has been decoded, have the students reread the sentence, this time trying to read the whole sentence without segmenting the sounds in each word.
3. For the third reading, ask the following questions before reading each sentence:
 - "Who or what is this sentence about?"
 - "What word replaces ____ (the *Who* or *What*) in the second sentence?"

Or

 - "Find the pronoun in the second sentence."
 - "What does that pronoun refer to in the first sentence?"
4. Have students scoop under the parts of the sentence and then read it a third time.

My mom likes to walk. She doesn't like to run.

Who or
what?

Replace

5. Follow this procedure with each sentence on the activity page.

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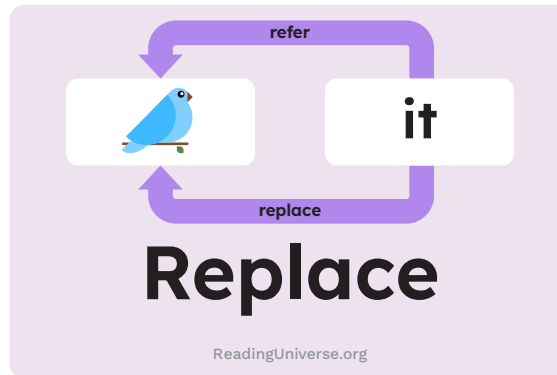
Option B

1. For the first reading, read each sentence and have students follow along (track) as you read.
2. For the second reading, read each sentence together with the students.
3. Before the third reading, ask the following questions before reading each sentence:
 - "Who or what is this sentence about?"
 - "What word replaces ____ (the who or what) in the second sentence?"Or
 - "Find the pronoun in the second sentence."
 - "What does that pronoun refer to in the first sentence?"
4. Have students scoop under the parts of the sentence and then read it a third time.
5. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
6. Repeat the process with the sentences.
7. For the final reading, which can be done during the lesson or at a later time, have students partner-read or independently whisper-read the entire page.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

For example, students may not know the meaning of the word *paused*. You can say, "*Paused* means to stop for a little bit."

Name _____ Date _____



The rabbit hopped across the wet grass. It paused to sniff a big yellow flower.

Brandon forgot his backpack at school. He had to call his mom to go get it.

The kittens hid under the blanket. They peeked out when they heard a loud noise.

Kristen and Dennis ran to the sandbox. They dug a tunnel all the way to the other side.

My grandma baked a fresh batch of muffins. She let us put the butter on ourselves.

Jordan and I checked out a new book. We read it together every day after lunch.